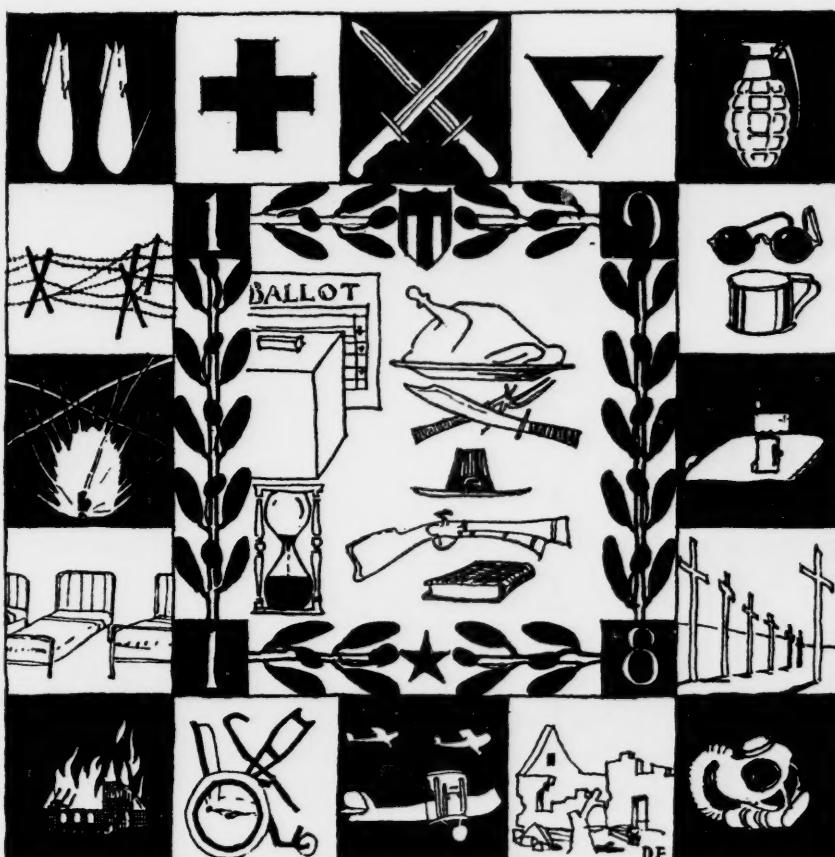


# CALIFORNIA ·SCHOOLS·

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# School Administration as Social Engineering<sup>1</sup>

VIERLING KERSEY, *Superintendent of Public Instruction*

Men today are apparently short-changed in their equipment needed to fight for happiness. Just a hasty review of the present state of society reveals many problems which the sovereign mind of social man must master.

Is it man himself who is wrong in the present situation, is it the institutions of mankind which prevent the happiness possible for him to enjoy, or is it that conditions unforeseen, uncontrollable, have forced the presence of a social status which renders man unprepared to serve, to share, to enjoy?

Is it a phase of life, political, economic, social, industrial, or spiritual which has short-changed man in his equipment for the fight today?

Is it that education has been too lacking, too practical, too theoretical, too traditional, too cloistered, too unimaginative, too much what to think, too little how to think?

No one can pose as a prophet for mankind save as we have come to know man's longings in terms of qualities which we know as the good, the great, the fundamental, and the satisfying. As we offer a prophecy, a plan, a new reorganization, a recovery, or a reconstruction, we recognize our humbleness in the light of the claims upon us of society and the future.

## THE SITUATIONS DEMANDING SOCIAL ENGINEERING

1. The stability of individual ideals and of social effort has been thrown out of balance by an emergency condition in which education has not as yet risen to mastery.
2. Established codes of ethics and social conduct in American life are threatened on every hand by an experimentalism based upon the false philosophy that "things can't be worse" or "we have everything to gain and nothing to lose."
3. The search for a new sense of values still centers around materialism and money wealth. An expanded or even restored educational program during these days of greater need is still too constricted and limited.

<sup>1</sup> Condensed from the address of the same title delivered by Superintendent Kersey at the general session on Thursday morning of the 1934 Conference of California Public School Superintendents. The complete address is published in *Reports from the 1934 Conference of California Public School Superintendents*, State of California Department of Education Bulletin, No. 20, October 15, 1934. Sacramento: State Department of Education.

4. The supreme objective of our social order must be to create in the individual an abhorrence for our present era of gain by violence or subterfuge and to awaken in its stead a desire for an era of aggressive good will. Attainment of this objective is a major responsibility of educational leadership.
5. The revolting masses and the unsettled majorities are uninformed and therefore sometimes resistant to new educational relief and remedy for social ills; even those who will receive most of the benefits of restored, expanded and modernized education are not entirely in cooperative mood.
6. Radical and distressingly destructive criticism of schools by those in the profession and by so-called educational authorities has caused many of the laity to believe education to be the cause of much present social confusion. Many of these persons believe that some other force than education will be required to relieve our distress and strengthen us for our future.
7. Propaganda for one or another of the various minority interests in society has found its way too easily into our classrooms thus defeating a major purpose of our schools, that of helping children to think for themselves. Students have been given ready-made opinions about "isms," merchandise, habits, and conduct. The background for wholesome choices and well fortified judgments has been distorted.
8. Hard and fast lines of cleavage in matters of moral conduct, social relationships, and good citizenship have been erased and supplanted by expediency, "getting-by," and the "easy way." The elimination of all the "irk" from work has tended to make life almost entirely high grade play. May we be old fashioned enough to believe that it never pays anyone to get anything too easily?
9. The purposes of public education certainly determine the direction in which the state will move. We drift, stand still, or drive ahead as our public schools determine. Policies of school superintending which "wait for things to get better," which fear to take a stand, which expect the "return of the old order," or which sit back resting upon the protectorate of past popularity, contribute little to the vision of the job which is ours.
10. Whether schools buttress or remedy an outworn socio-economic order, a weakened financial and industrial system, and a confused moral and spiritual yearning, depends upon the thinking, the leadership, the interpretive ability and the cooperative quality of our public school superintendents.
11. Political democracy we have attained: a degree of economic and industrial democracy we seem to vision. The task in America

today is the construction of a social democracy. It can be defined, it can be attained only as school superintendents conceive, plan, and act. None other seems to be quite so challenged, quite so concerned, quite so capable of meeting this task as the public school superintendent.

#### CERTAIN SITUATIONS DEMAND SPECIFIC SOCIAL ENGINEERING ON THE PART OF THE SCHOOL SUPERINTENDENT

1. A reorganization, a merging of activities and plans for early childhood education. The main structure of all state education must draw to it and to its direction as part of a new integrated whole the activities of parent education, preschool programs, nursery schools, home teachers, recreation, children's clinics, and the kindergarten. There may be demanded a complete modification of organized school and social offerings for the child during the entire period preceding the fourth grade.
2. Extra-school educational influences present learning situations, activities, conditions which organized education must control and direct and sponsor to continuous and ultimate social good. Great national problems such as temperance, crime prevention, substitution of aggressive good will for violence, the development of a sense of responsibility, the restoration of individual integrity, command us to correlate and integrate extra-school teaching and learning which takes place in the movies, by radio, through the popular printed page and the comic strips, in recreation, at libraries, at church, in the modernized American home so that all help in the task of better learning.
3. An expansion of adult learning and education is upon us. Not two- or three-fold in its dimensions, but twenty-fold. To every situation which can be improved by directed learning there will be extended an offering of teaching service by school systems. The problems of this day can not be delayed in their solution until those who now as children are educated to cope with the situation and give us a new social order—we are building that new social order now—adults will and must participate; we must extend the scope of their knowledge as they more actively participate.
4. A great enrichment and modernization of American home life is upon us. No spot in child and adult life is more sacred than home. The physical, social, psychological, moral, and civic worth of enriched, reemphasized home living surely presents an opportunity for an expansion of school home-making programs for boys and girls and men and women. The field is just now being

encompassed in the vision of the full social engineering responsibilities of educators.

5. Vocational and professional education must continue and must expand. Desire to create, to contribute, to participate are in the blood of every American. The heights of real social accomplishment have not been visioned in the vocations, in agriculture, and in the professions. Education is the only hope for further attainment and for mastery in present difficulties in these areas. These phases of education have given us the liberalism of practical educational development. In the eyes of the liberal, *man* always comes first. This is the supreme era of humanism.
6. Extended custodial and welfare activities and services for the school have been suggested in the various programs which the federal relief projects have stimulated. The child seems always to be a creature of the society into which he adjusts, for which he contributes and as a part of which he must eventually be. Great bodies of youth graduating from or dropping out of school are still the custodial charges of education until absorbed into society as self-propelling and self-sustaining members. All the hours of every child's life are to be in the custody of some directing agent, with highest individual and social good as objectives.
7. Economies in education have been effected. We pledge their continuance. We must not fail to be first to recognize those places where further economies may be made. We must be first to sponsor complete educational needs of children and to interpret the needs as a basis of promoting their attainment for the benefit of the individual and society and for the extension of the educational program.
8. A great national and state program of public works and social reconstruction and readjustment has been inaugurated. I believe the major aspects of this program are to be long term and even continuing in nature. The educational program, school housing needs, and an expansion of school services, as needed, must go hand in hand as a part of this national and state plan.
9. Superintending is a major directing aspect of all education. The status of the superintendent of schools as professional leader, as titular and actual head of the schools of his area, and the leadership of the superintendent in planning and executing, must be maintained and strengthened.
10. All that bears upon the improvement of teaching is a responsibility of the school superintendent and has direct relationship to improved social engineering. A period of emphasis upon teacher

welfare is now giving great concern to superintendents. Superintendents realize that happy, healthy, well supported teachers can give loyalty, community service, and classroom teaching which have most direct bearing upon values for school children.

Probationary periods, tenure, salaries, sabbatical and sick leave, promotion and transfers are first responsibilities of the school superintendent. When aspects of the problems involved in these areas are considered or settled without the participation and assistance of superintendents, a gap which is dangerous in its very existence is permitted to develop. All relationships between superintendent and his teachers bear upon good social engineering.

#### A PLATFORM TO CONTINUE THE CALIFORNIA SYSTEM OF PUBLIC EDUCATION

##### I. To Continue the California System of Public Education

1. Constitutional provisions for the maintenance of a system of public schools in the State of California, for the support thereof by the state on the basis of present constitutional provisions, we pledge to maintain.
2. The established principle of free, non-tuition, tax supported education for all children in accordance with needs and ability to profit therefrom, from kindergarten through the university, we pledge to support and maintain in the State of California.
3. The present system of school budget control and approval, being in the hands of the direct representatives of the people, we shall continue to defend and maintain. We do not approve of any other officer than the State Superintendent of Public Instruction being assigned the administration of the apportionment of state school funds.
4. Educational standards required of teachers and administrators holding positions in the State of California are high and give the state a position of leadership in this respect. We pledge to support their maintenance and improvement.
5. We disapprove of legislation directed at the elimination of any present curriculum requirements or the elimination of services now being performed by the State Department of Education.
6. The principle of the establishment and maintenance of a state permanent school fund we believe to be right. We do not approve of proposals to eliminate, reduce, or borrow from that fund except for the benefit of the public schools; neither do we approve of proposals to borrow from the money and investments now constituting the public school teachers' permanent fund of the State of California.

**II. For the Improvement of the Administration and Instruction in Our Public Schools**

1. We favor a plan of improved units of school administration and pledge our support for proper legislation accordingly.
2. We recognize inequities which result from the present system provided by law for the apportionment of state funds for "emergency attendance" and we shall support legislation to correct this condition.
3. We believe in the principles of a state equalization fund for schools. We shall continue to support these principles and at a proper future time propose legislation to establish the principles and to create a fund.
4. We favor legislation which will provide sufficient funds to make the apportionments for the support of district junior colleges as required by law.
5. We approve of legislation which makes provision for requiring that school buildings be safe.
6. We favor continuing the policy of the State Legislature of matching federal funds made available in various ways for the support and stimulation of certain educational services.
7. We recognize that principles of merit in the employment of and dismissal of teachers are basic in our profession. We recognize the possibilities of accomplishing these principles in a proper tenure law. An appraisal of the present status of the tenure question indicates need for unity in the profession in support of a more adequate proposal. We pledge our support for the continuance, the clarification, the improvement, and the proper administration of a tenure law to be developed and supported by major professional groups.

## "Democracy Digs In"

The following editorial which appeared in *The San Diego Union* Saturday, October 13, 1934, heartily endorses the features of the educational platform announced by Vierling Kersey, Superintendent of Public Instruction, at the conference of County, City, and District Superintendents of Schools held in Coronado October 11-13, 1934.

Those representing the profession of education are deeply appreciative of editorial comment favorable to education, and particularly so when that comment so forcefully and convincingly reaffirms that free public education is indispensable to democracy.

### DEMOCRACY DIGS IN

The educational platform Vierling Kersey, State Superintendent of Public Instruction, presented at the Coronado conference this week outlined democracy's Hindenburg line. As long as we hold that line we need have no fear for democracy's future.

The major planks of that platform are simple—and indispensable to any educational charter under democracy.

"Maintenance of—free, non-tuition, tax supported education for all children in accordance with their needs and ability to profit therefrom from kindergarten through university years." This statement lays down the line which must be held at all costs. The other points Mr. Kersey underlined constitute the technical supports without which that line would be only a delusion.

Education must maintain the present system of budget control. It must constantly improve teaching and administrative standards. It must stubbornly resist attempts to eliminate essential courses. It must be ceaselessly vigilant against raids upon funds permanently set aside for educational use.

The teachers' tenure plank of the Kersey platform recognizes the need for improvement and asserts the imperative necessity for uniting professional opinion behind an adequate proposal.

Education must give way in non-essential features of its work under the stress of economy. It must defer to public criticism when that criticism is well-informed and constructive. It must be particularly alert to criticism which derives from the nation's practical experience with education's end product, the young Americans who pass from the school into business, industry, and the professions. But education is primarily responsible for safeguarding the purity of democracy at its source.

In our opinion this platform emphasizes the distinction between essentials and non-essentials. It suggests how the vital points can be safeguarded by intelligent legislation and it offers a direct, frank statement of education's position at an extremely difficult period in the history of California's school system.

Californians have every right to be proud of their state's school system. It has won a place in the front rank of the nation's systems. It can hold and improve that place only if it first secures the line which this educator has outlined and then, having done that, continues the ceaseless process of refining and simplifying education's function as the path to a more effective and more logical society.

The public shares with educators the responsibility for defending schools against reaction. The educators must pursue progress alone, constantly invoking within their own ranks the spirit of technical exploration which energizes all effective professions.

## **DEPARTMENTAL COMMUNICATIONS**

### **Office of the Superintendent of Public Instruction**

VIERLING KERSEY, Superintendent

#### **CONFERENCE OF CALIFORNIA PUBLIC SCHOOL SUPERINTENDENTS**

This year's Conference of California Public School Superintendents held October 11-13, 1934, at Coronado, was outstanding in the unity of purpose and spirit of cooperation which prevailed in the solution of common problems which characterized all of the meetings of the conference. During this critical period when so many serious educational problems demand urgent solution, it is distinctly encouraging to find the educational leaders of the state effectively meeting their challenge. So far as comments and reactions concerning the conference have come to this office, there is every reason to believe that those in attendance derived values which will be reflected in educational progress locally during the current year and years to come.

#### **Division of Research and Statistics**

WALTER E. MORGAN, *Assistant Superintendent of Public Instruction, and Chief, Division of Research and Statistics*

#### **SCHOOL DISTRICT FUNDS**

In response to numerous questions from county officials the following summary has been prepared analyzing the provisions of the School Code relative to school district funds. In some cases the necessity for the establishment of a separate fund arises from specific requirement of the School Code while in others it grows out of restriction placed by provisions of the Constitution or of the School Code upon the uses for which certain moneys may be employed. Since there is no specific statement in the Code defining all of the several funds into which moneys should be placed in the county treasury to the credit of individual school districts, local officials apparently have discretion to establish such additional funds as they may desire. The following list, however, seems to be the minimum requirement of the Constitution and School Code.

**Elementary School Districts****1. Teachers' Salary Fund**

In this fund there should be placed all of the money apportioned to each school district from the State (elementary) School Fund and 60 per cent of all money apportioned to the school district from the State General Fund. The teachers' salary fund is required inasmuch as these moneys may not be expended for any purpose other than payment of teachers' salaries. (Constitution, Section 6, Article IX)

**2. Library Fund**

The elementary school district library fund is required by School Code sections 6.540 and 6.550. Into the elementary school district library fund should be placed the amount requested by the governing board of the school district or the amount apportioned by the county superintendent of schools without request by the governing board as required in section 6.543. These amounts are set aside from the apportionments to the district from the State General Fund which are not reserved for teachers' salaries.

**3. General Fund**

This fund replaces the old county fund and in it should be placed 40 per cent of all apportionments from the State General Fund less the amount credited to the library fund.

**4. Special Maintenance Fund**

In this fund should be placed all proceeds derived from the levy of a maintenance tax on the elementary school district. This money may be expended only for maintenance purposes and may not be expended for building or capital outlay purposes. For this reason it must be kept separate from the general fund indicated above since the latter fund may be used for either maintenance or capital outlay purposes.

**5. Special Building Fund**

The special building fund should comprise the proceeds derived from the levy of a district building tax. These moneys may be used for capital outlay or building purposes only and may not be used for current or maintenance costs.

**6. Building Bond Fund**

Section 4.975 of the School Code requires that the proceeds from the sale of school district bonds, exclusive of premiums, must be deposited in the county treasury to the credit of the building fund of the school district and specifies that such proceeds shall

not be applied to any other purposes than those for which the bonds were issued. In view of these requirements it is necessary to establish for each district which has voted and sold bonds a building bond fund. This fund should not be confused with the special building tax fund since the bond moneys may not be employed for general building or capital outlay purposes unless so expressly stated in the bonds and in the call for the election for the issuance of the bonds.

In addition to the above funds there should be established, of course, for each school district which has issued bonds, an interest and sinking fund into which should be paid premiums, accrued interest, and current receipts from taxes levied for the interest and redemption of bonds.

### **High School Districts**

#### **1. Teachers' Salary Fund**

This fund should comprise all apportionments received from the state High School Fund by each high school district and 60 per cent of all moneys received from the State General Fund. These moneys may be expended for teachers' salaries only. (Constitution, Section 6, Article IX)

#### **2. General Fund**

Since special taxes levied in high school districts are for combined current expense and capital outlay purposes and since there is no restriction on the use of such funds they may be placed, together with the 40 per cent of State General Fund apportionments not reserved for teachers' salaries, in the General Fund of the high school district. Thus the general fund of the high school district should include 40 per cent of State General Fund apportionments and all proceeds derived from high school district taxation.

#### **3. Building Fund**

The proceeds derived from the sale of bonds should be placed in a special building fund, to be expended only for the purposes for which the bonds are voted.

An interest and sinking fund should also be set up for each high school district issuing bonds.

### **Junior College Districts**

#### **1. Teachers' Salary Fund**

All moneys received by junior college districts from the state apportionments must be placed in a teachers' salary fund to be

used for the payment of teachers' salaries only. (Constitution, Section 6, Article IX)

## 2. General Fund

In this fund should be placed all moneys derived from junior college district taxation, which is levied for both current and capital outlay expense, and all moneys received from county junior college tuition taxes. These moneys may be employed either for current or capital outlay expense.

## 3. Building Fund

A special building fund should be set up for each junior college district issuing bonds the proceeds of which may be expended only for the purposes specified in the call for the election for the issuance of the bonds.

An interest and sinking fund should also be set up for such districts.

## Miscellaneous Receipts

Moneys received by any school district from miscellaneous sources such as tuition from other districts, refunds, rebates, etc., should be credited to the general fund of the school district receiving the money, unless the moneys so transferred from other school districts are transferred from the salary fund of the district, in which case such amounts should be credited to the salary fund of the district receiving the money. The emergency apportionments by county superintendents of schools to school districts from the unapportioned county elementary school fund should be credited either to the salary or to the general fund of the school district, dependent upon whether the moneys are transferred from the salary fund or the general fund account in the unapportioned county elementary school fund.

## County Funds

It is probable that the same limitations on the use of the state funds which obtain in the case of moneys apportioned to school districts also must be followed in crediting state apportionments to unapportioned county school funds. In other words, all apportionments from the State (elementary) School Fund and from the State High School Fund should be credited to a salary fund account in the unapportioned county elementary school fund and the unapportioned county high school fund, and 60 per cent of all moneys apportioned from the State General Fund must also be credited to the salary account in the unapportioned county funds. Forty per cent of State General Fund apportionments to the unapportioned county funds should be credited

to the general fund account in such funds. Similarly, apportionments to the county elementary school supervision fund should be subject to these same limitations.

Moneys transferred from the unnecessary balances in elementary school district funds or in the county elementary school supervision fund in accordance with School Code section 4.162 should be credited to the teachers' salary, or to the general account, in the unapportioned county elementary school fund, dependent upon whether such moneys were transferred from the teachers' salary fund or the general fund of the particular district or of the county elementary school supervision fund.

#### **Reserve Funds**

For each school district of any type receiving during the school year from district taxes amounts in excess of the amount necessary to complete the district budget for that year, a reserve fund should be set up in the offices of the county auditor and county treasurer into which there should be paid all such excess amounts derived from district taxes. This is required by School Code section 4.379. Amounts so credited to the reserve fund of any school district are expendable only as provided in this section. Any moneys remaining in the reserve fund of the school district at the close of a school year must be placed to the credit of the school district on July 1, the moneys being placed in the fund to which district taxes are required to be credited. This evidently would apply both to excess amounts derived from elementary school district building taxes and to excess receipts from elementary school district maintenance taxes and from high school and junior college district taxes.

#### **Revolving Funds**

In addition to the funds enumerated above provision is made in the School Code for the establishment by the governing board of any school district of an emergency cash fund (School Code section 4.280a); and a revolving fund for warehouse stock (School Code section 4.280b), limited to city school districts, high school districts, and junior college districts.

## Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

### NEW PUBLICATIONS

*Reports from the 1934 Conference of California Public School Superintendents.* Department of Education Bulletin No. 20, October 15, 1934.

This bulletin contains Superintendent Kersey's address entitled, "School Administration as Social Engineering"; reports of the five state committees appointed to study major problems confronting public education in California, (1) reorganization of school districts, (2) tenure of professional personnel, (3) problems of school finance, (4) reorganization of secondary education programs, (5) public relations; and the reports of the legislative and resolutions committees of the Association of California Public School Superintendents.

*California Journal of Elementary Education*, Volume III, No. 2, November, 1934.

*Common Insects*, Science Guide for Elementary Schools, Volume I, Number 3, October, 1934.

## INTERPRETATIONS OF SCHOOL LAW

### Corrections

The following corrections should be made in the digest of the Attorney General's opinion appearing on page 312 of the September, 1934, issue of *California Schools*:

1. In paragraph 7 of the digest substitute School Code section 6.743 for School Code section 6.745.
2. The number of the opinion should be 9475 instead of 9476.

### Appellate Court Decisions

#### Liability of School District for Injury to Pupil

Where a high school pupil was playing a free play game of basketball as part of the physical education course required of him by School Code section 3.735 and was, during the course of the game, struck in the head by a basket-ball resulting in his death by reason of the blow aggravating a chronic aneurism of the cerebral artery, the school district is not liable for the death of the pupil where it is shown that no one knew the pupil had an aneurism or other physical defect, that the pupil was familiar with the rules of a "free play" basket-ball game, and the physical education instructor was not neglecting his customary duties. (*Kerby vs. Elk Grove Union High School District et al.*, 79 C. A. D. 154, ---Pac. (2nd)----.)

#### Publishing of Notices of School District Bond Elections

Under School Code sections 4.960 et seq., particularly section 4.961, it is sufficient in publishing the notice of a school district bond election if the notice be published once in each calendar week for three successive calendar weeks, a calendar week being defined as the period of time from Sunday to Sunday as it appears on the calendar. (*County of Sonoma etc. vs. Sanborn etc.*, 79 C. A. D. 12, ---Pac. (2nd)----.)

#### Right to Classification as a Permanent Employee

Where a teacher was employed in a school district for the school years 1928-1929, 1929-1930, and 1930-1931 and on June 4 or 5, 1931, was notified by the governing board of the district, in keeping with

School Code section 5.681, that her services would not be needed in the schools of the district "after the close of the present school year on June 5, 1931," which notice was based on a resolution adopted on June 4, 1931, by the board that in keeping with the provisions of School Code sections 5.680, 5.681, and 5.682 the services of the teacher "be discontinued," the notice was a valid notice of dismissal and under School Code section 5.681 operated to dismiss the teacher from the schools of the district as of June 30, 1931, and that the teacher was not entitled to classification as a permanent employee. (*Salmon vs. Allen et al.*, 79 C. A. D. 69, \_\_\_Pac. (2nd)\_\_\_.)

## Attorney General's Opinions

### Crediting of Attendance Under School Code section 3.174

Where, in violation of School Code section 3.174, an elementary pupil attends in a district other than that in which he resides without the consent of the governing board of the district in which he resides or of the county superintendent of schools having jurisdiction over the district in which he resides, the attendance of such pupil must be credited to the district of residence. (A.G.O. 9621, October 15, 1934)

### Effect of School Code section 5.152

School Code section 5.152, requiring all persons granted regular certificates to teach in the public schools of California to pass an examination on the United States Constitution or to complete a course thereon at a teacher training institution in this state, is not retroactive as to holders of credentials or certificates issued prior to 1923 when the text of the section first became effective, but does apply to all regular credentials or certificates issued subsequent to the taking effect thereof. (A.G.O. 9620, October 13, 1934)

### Liability for Financial Support of School Cafeteria

In the event a school cafeteria is not self supporting, the deficit must be made up from available district funds under School Code sections 4.280 and 6.730-6.735. Where a private individual or organization operates a school cafeteria under the direction of the governing board of the school district involved, the district is liable for financial obligations incurred by those operating the cafeteria. (A.G.O. 9571, September 27, 1931)

**Operation of School Cafeterias**

There is no authority for the operation of cafeterias in the public schools other than directly by or under the supervision of the governing board of the school district concerned. (A.G.O. 9571, September 27, 1934)

**Persons Employed in Cafeterias as District Employees**

Persons employed in a school cafeteria operated directly by the governing board of a school district or in a school cafeteria operated under the auspices of some body responsible to and subject to the direction of the governing board of the district, are employees of the district. The measure of damages which an employee of the district working in a school cafeteria and injured as a result of a defective condition of the school grounds or properties may be accorded under the Workmen's Compensation Act is a different proposition from the measure of damages which might be awarded by a court or jury to a member of the general public so injured.

A student working in a school cafeteria and receiving, as compensation for his work, cash or meals is an employee of the district during the time he is working in the cafeteria.

A student working in a school cafeteria in connection with regular class work, home economics for example, is not while so working an employee of the district within the meaning of the Workmen's Compensation Law. (A.G.O. 9571, September 27, 1934)

**Persons in Charge of Athletic and Social Activities as District Employees**

Where student athletic and social activities are carried on through regular school authorities or through the student body, the school district is the employer of the person or persons employed to conduct such activities, including coaches, trainers, managers, and assistants. In the case of a voluntary association, other than a student body association, such person or persons might be held to be jointly employed by the district and such voluntary association.

Referees and other officials in charge of the playing field during athletic contests whether regular school authorities or employed by a student body association are employees of the district, unless there is such a contractual relationship between the parties as to eliminate the employer and employee relationship.

Where plays and other activities are carried on by students of a school as a part of their school instruction, the governing board of the district may expend district funds for such purposes. Under other circumstances district funds may not be expended therefor, and the district would not be liable for any financial deficit incurred in connection therewith. (A.G.O. 9571, September 27, 1934)

**Right of California Polytechnic School to Insure in State Compensation Insurance Fund**

The California Polytechnic School, if it is a state function and it would appear that such is the case, has no authority to insure its liability in the State Compensation Insurance Fund. (A.G.O. 9571, September 27, 1934)

**Students at California Polytechnic School as School Employees**

At the California Polytechnic School, if students are employed at such school and paid from the General Fund of the state or employed at such school and paid from the Project Fund of the school, and if such students are actually working for the school and under the direction of the school authorities, the relationship of employer and employee exists as contemplated by the Workmen's Compensation Act. Students employed at such school and paid from the funds furnished by the State Emergency Relief Administration for the relief of needy college students are not employees of the school if the work done is done simply as a means of distributing relief to those in need and not as a necessary part of the operation of the school. (A.G.O. 9571, September 27, 1934)

## FOR YOUR INFORMATION

### NEW STATE TEXTBOOK ADOPTIONS

#### Sixth Grade Readers

The State Board of Education, on October 10, 1934, adopted *Trails Beyond*, published by the Johnson Publishing Company, as a basal textbook in reading for the sixth grade. *Good Reading*, published by Charles Scribner's Sons, was adopted as a supplementary sixth grade reader. These books will be distributed to elementary schools in accordance with a plan to be determined by the State Department of Education.

#### Spelling

Two series of spelling materials were adopted as state textbooks by the State Board of Education on October 26, 1934. The two series are *The Golden State Speller*, by Ayer, Oberholtzer, and Lane, published by the World Book Company, and the *Pupils Individual Spelling Book*, by Croad, O'Reilly, and Burkhard. The first of these series is for grades 3-8 and is the usual form of textbook to be used by pupils over a period of years. The second is a workbook for grades 3-6, presenting a plan for individual instruction in spelling, and is consumed annually by the pupil. Each school district may choose which of the two state series spellers shall be distributed for use by pupils of the district in grades 3-6; *The Golden State Speller* will be distributed to all districts for use in grades 7-8.

#### Handwriting

At its meeting on October 26, 1934, the State Board of Education adopted *The Zaner-Bloser Handwriting Textbook*, published by Zaner-Bloser Company, for use as state series textbooks in handwriting.

### EDUCATIONAL BROADCASTS

#### Education Today

The California State Department of Education will continue its series of broadcasts under the title, Education Today. The following broadcasts will be given on Saturday evenings at 7:00 p.m. over station KGO:

November 3—C. F. Muncey, Assistant Chief, Division of Research and Statistics, State Department of Education, Your Bill for Public Schools.

- November 10—Lloyd Wilson, Director of Public Relations, Young Men's Christian Association, San Francisco, Names and Numbers.
- November 17—Dr. J. M. Nason, Assistant Director of Teacher Training, Emergency Education Program, State Department of Education, Emergency Education and Recovery Program.
- November 24—Dr. Edwin A. Lee, Superintendent of Schools, San Francisco, We Give Thanks.
- December 1—Dr. Theodore J. Kreps, Stanford University, Education for the Consumer.

### Vocational Agriculture

The staff of the California Polytechnic School of San Luis Obispo will broadcast the following program of vocational agriculture on Mondays from 12:00 m. to 12:15 p.m. over stations KPO, KFI, and KFSD:

- November 5—The Sheep Outlook; Care and Management of Breeding Ewes until Lambing; Care of Sheep Equipment.
- November 12—Winter Management of Breeding Sows; Building a Colony House.
- November 19—Suggestions for Pruning; Care of Pruning Equipment.
- November 26—Care of Tillage Implements.
- December 3—Lambing Time and Its Problems; Docking Irons, Docking Board, and Lambing Pens.

### University of California Programs

The radio programs of the University of California will hereafter be given over the Columbia-Don Lee network instead of the network of the National Broadcasting Company. The University Explorer will be heard over KFRC and other Columbia-Don Lee stations on Tuesday evenings from 9:30 to 10:00 p.m. Pacific standard time. The morning educational programs will be heard on Mondays, Wednesdays, and Fridays from 10:30 to 10:45 a.m.

### American Bar Association Broadcasts

The Lawyer and the Public is the general theme of a series of broadcasts by the American Bar Association over stations KFRC, KHJ, KMJ, KWG, KDB, KGB, KERN, and KFBK of the Columbia Broadcasting System from 4:45 to 5:00 p.m. Pacific standard time. The program began in October and will continue on Saturdays until December 22, 1934, inclusive. The complete list of topics follows:

- November 3—Making the Police Force an Efficient Fighting Unit, O. W. Wilson, Chief of Police of Wichita, Kansas; interviewed by Will Shafroth, Assistant to the President of the American Bar Association.
- November 10—Scientific Research in the Field of Criminal Justice, William Draper Lewis, Director of the American Law Institute.
- November 17—The preservation of Constitutional Liberty under the New Deal, Donald R. Richberg, General Counsel of the National Recovery Administration.

- November 24—Administrative Tribunals vs. Courts under the New Deal, Thomas D. Thacher, President of the Association of the Bar of the City of New York.
- December 1—Shall We Abandon Ship? A Discussion Concerning the Constitution and Present Governmental Trends, James M. Beck, former Solicitor General of the United States.
- December 8—Selecting Our Judges, Paul V. McNutt, Governor of Indiana.
- December 15—Needed Reforms in Criminal Procedure, Roscoe Pound, Dean of Harvard Law School.
- December 22—Fundamental Aspects of the New Deal from a Lawyer's Point of View, John W. Davis, former Solicitor General of the United States.

### American Bosch Radio Explorers Club

The American Bosch Radio Explorers Club, founded and sponsored by the American Museum of Natural History, is giving a radio program on Sunday afternoon at 2:30 p.m. over stations KPO and KFI, about things which every person ought to know concerning the earth, its inhabitants, and strange things which have happened to its surface. This is one of the outstanding educational programs given over the air.

Among those who are to appear on future programs are Professor William K. Gregory, who will talk on the living fossils in Australia; Mrs. F. Trubee Davison, will tell about her experiences in hunting elephants and leopards in Africa; young David Putnam, who is probably one of the most famous junior explorers in the world will discuss that little place called Galapagos; Dr. Raymond Ditmars will talk about mammals and snakes; Mrs. Ruth Bryan Owen, United States Minister to Denmark, will tell about life among the Eskimos as she has found it; Captain Edward Rickenbacker will discuss the use of airplanes in exploring; and Captain Albert Stevens, who went into the stratosphere this spring, will tell of his experiences in the world above.

These programs may be used most advantageously in the teaching of geography and natural science. Students may be requested to listen in on Sunday afternoon and discuss in the classroom the following morning the experiences told by these famous persons. Principals should announce this program to their teachers and to students.

### Films for Rent

The Extension Division of the University of California has issued a catalog containing a rental price-list of films. This may be obtained by addressing the Extension Division, University of California, Berkeley.

The following films are distributed to schools, rent free, except for carrying charges, by the Dynamic Pictures, 729 Seventh Avenue, New York City:

Rollin' Down to Rio  
Under the Southern Cross  
The Nation's Market Place  
Mechanics of the Nation's Market Place

### National Congress of Parents and Teachers

The National Congress of Parents and Teachers will continue its programs at 2:00 p.m. Pacific standard time over station KGO, presenting a weekly series of half-hour programs by educational leaders in discussions of problems confronting the parents of today. Speakers and the subjects which they will discuss follow:

- November 1—Dr. Charles H. Judd, University of Chicago, Recent Curriculum Tendencies.
- November 8—Henry Lester Smith, President, National Education Association, Do Parents Want Good Schools?
- November 15—Mrs. Clara M. Beyer, United States Children's Bureau, Washington, Children at Work.
- November 22—Dr. William F. Russell, Teachers College, Columbia University, Vocational Adjustments in a Changing Social Order.
- November 29—Albert W. Palmer, President, Chicago Theological Seminary, The Home, the School, and the Church as Character-forming Agencies.
- December 6—Wilbur L. Beauchamp, University of Chicago, How Parents Can Cooperate with the School.

### The Family of Nations

An International broadcast, bringing a message of peace to the people of North America from many of the leading nations of the world, will be carried over stations KFRC, KHJ, KMJ, KWG, KDB, KGB, KERN, and KFBK, on Sunday, November 11 from 1:15 to 2:00 p.m. Pacific standard time. Prominent speakers in the United States, Canada, Brazil, Greece, Japan, and Czechoslovakia will discuss the question of permanent international peace.

### American School of the Air

The American School of the Air has arranged for the broadcasting of a new vocational guidance series which will be given every Friday from 11:30 to 12:00 m. Pacific standard time. Each Friday the dramatizations based on the various problems of vocation will be presented under the auspices of the Vocational Guidance Committee of the National Advisory Council on Radio in Education and the American

School of the Air. The period will be divided in two parts. The following stations will carry the programs: KFRC, KHJ, KMJ, KWG, KDB, KGB, KERN, and KFBK.

### **Academy of Medicine**

The Academy of Medicine series is being conducted over stations KFRC, KHJ, KMJ, KWG, KDB, KGB, KERN and KFBK, every Thursday from 8:15 to 8:30 a.m. Pacific standard time. This series is conducted by prominent physicians throughout the United States and deals with medical problems that the layman should understand.

### **University of the Air**

Through the cooperation of the University of Southern California, the Columbia-Don Lee Broadcasting System will present leading authorities of the University of Southern California in a series of university type lectures throughout the fall and winter months. Members of the faculty of the University of Southern California and visiting celebrities in the fields of literature, science, and arts will present the programs from 4:15 to 4:30 p.m. Pacific standard time daily with the exception of Saturday and Sunday. The broadcast will be released over stations KFRC, KHJ, KMJ, KWG, KDB, KGB, KERN, and KFBK.

### **Our American Schools**

The National Education Association will present a series of broadcasts on phases of the problem of Preparing Your Child for the New World. The programs for the fall series have been mapped out in cooperation with the Department of Superintendence of the National Education Association. After Christmas the series will look toward the annual meeting of the Department of Superintendence in Atlantic City early in February. The spring series, to be concluded the first week in July, anticipates the annual meeting of the National Education Association. These broadcasts will be given over the National Broadcasting Company KPO network every Saturday beginning at 2:30 p.m. Pacific standard time.

### **You and Your Government**

A study of trends in government will be brought to radio listeners in a new series of You and Your Government programs to be broadcast over stations KFI, KFSD, and KPO on Tuesdays from 4:30 to 4:45 p.m. Pacific standard time. These broadcasts are given under the auspices of the Committee on Civic Education of the National

Advisory Council on Radio in Education. The following is a schedule of the broadcasts:

- November 6—New Rights for Old, Professor James T. Young, University of Pennsylvania.
- November 13—Regionalism and Local Government, Professor Phillips Bradley, Amherst College.
- November 20—The 44 Legislatures of 1935, Henry W. Toll, Director; Hubert R. Gallagher, Research Assistant; both of the American Legislators' Association.
- November 27—Forty Years of Progress, Honorable Murray Seasongood, President, National Municipal League, speaking from the League's Fortieth Annual Meeting, in Pittsburgh.
- December 4—Community Foundations, Colonel Leonard P. Ayres, Vice President, Cleveland Trust Company; Ralph Hayes, Director, New York Community Trust.
- December 11—Enforcing Tax Collections, Philip A. Benson, President, Dime Savings Bank of Brooklyn; Russell McInnes, Government Bond Department, Lehman Brothers, New York.

#### **Art in America: 1865-1934**

The following broadcasts are announced under this series for the months of November and December:

- November 3—The Development of the Skyscraper, Henry Hobson Richardson.
- November 10—Academic Revivalism in Architecture.
- November 17—Frank Lloyd Wright and the International Style.
- November 24—Stage Design in the American Theater.
- December 1—The Impressionists. Reporters in Independence.
- December 8—The Impact of Modern Art.
- December 15—The Contemporary American World in Painting.
- December 22—The Modern Room.
- December 29—The Modern House.

The broadcasts will be given over stations KECA, KFSD, and KPO from 5:00 to 5:20 p.m. Pacific standard time.

#### **The National Student Federation of the United States**

The National Student Federation of the United States is offering its fifth season of broadcasts on student problems which are given every Wednesday from 1:00 to 1:15 p.m. Pacific standard time over stations KFRC, KHJ, KMJ, KWG, KEB, KGB, KERN, and KFBK.

#### **Weekly Announcements of Educational Broadcasts**

The National Broadcasting Company, Pacific Division, is mimeographing weekly announcements of educational broadcasts going over the National Broadcasting Company stations. Those who wish may have their names placed on the mailing list for these announcements

by addressing Arthur S. Garbett, Educational Director, National Broadcasting Company, 111 Sutter Street, San Francisco.

### **Conservation Programs**

The following broadcasts will be given on the Conservation Day programs of the National Farm and Home Hour over stations KFI and KGO at 11:30 a.m.:

- November 2—Blazing the Sky Trails of our Waterfowl, Frederick C. Lincoln, Bureau of Biological Survey, U. S. Department of Agriculture.  
Private Exploitation of Land, Frank E. Mullen, National Broadcasting Company Director of Agriculture.
- November 9—The Crying Need for Conservation, Dr. Preston Bradley, President, Izaak Walton League.
- November 16—The Economics of Conservation, Wheeler McMillan, Editor *Country Home Magazine*.

### **PHYSICAL EDUCATION MAGAZINE**

Volume I, Number I, of the *Physical Education, Health and Recreation Digest* has just been received. It is a compendium of helpful information in the form of condensed versions of leading articles appearing in other publications on physical education, health, and recreation. Twenty-four articles appear in this first issue. Charles D. Giauque is the managing editor. The magazine will be issued monthly, September to June, at 29 Exeter Street, Boston, Massachusetts. The subscription price is fifteen cents for a single copy or one dollar per year.

### **CALIFORNIA JOURNAL OF SECONDARY EDUCATION**

The *California Quarterly of Secondary Education* has been converted into a monthly *California Journal of Secondary Education* to be issued eight times during the school year. Dr. John W. Harbeson, President of the California Society of Secondary Education, states that while the new journal will not sacrifice the scholarly character of the quarterly, the emphasis will be upon the practical needs of the classroom teacher. The journal will carry short, concise articles on how the most successful teachers of the state accomplished their results. It will be the only secondary school magazine in the state and will be the official organ of the secondary teachers of California.

The associate membership fee of \$2 for the California Society of Secondary Education includes a year's subscription to the journal. Corporate membership in the California Society of Secondary Education with the right to vote and hold office, with annual dues of \$5, includes subscription to the journal.

Address subscriptions to Horace M. Rebok, Managing Director, 2136 Center Street, Berkeley.

### NATIONAL COUNCIL OF TEACHERS OF ENGLISH

Tradition and innovation in the teaching of English in time of accelerated social change is the general topic of the twenty-fourth annual meeting of the National Council of Teachers of English to be held in Washington, D. C., November 29-December 1, 1934. A representative of the national administration will explain the policies of the New Deal which are of special importance to teachers.

All who are interested in educational progress and especially in the teaching of English are invited to attend the convention whether or not they are members of the National Council of Teachers of English.

### CALIFORNIA NAMES

*California Names* is the title of a small pamphlet by Harry L. Wells in which more than twenty-five hundred place names, individual names, words, and phrases in common use in California are spelled, pronounced, and defined. The origin of words is also indicated. *California Names* should prove a convenient reference book.

Copies may be secured from the publishers, Kellaway-Ide-Jones Company, 1116 East Eighth Street, Los Angeles, for twenty-five cents each.

### CALIFORNIA NAMES, THEIR HISTORY AND MEANING

*California Names, Their History and Meaning* is another pamphlet which contains in compact reference form many of California's colorful place names with their history and meaning. This pamphlet by Thomas P. Brown of San Francisco was compiled from authoritative sources for the American Trust Company.

### SAFETY INSTRUCTION

The Metropolitan Life Insurance Company has prepared an illustrated pamphlet entitled *The Junior Safety Volunteer* dealing with avoidance of accidents. The pamphlet is designed primarily for children between the ages of ten and fifteen years. Copies of the pamphlet will be sent to any school upon request at the rate of one copy for every three children. Requests should be addressed to the Metropolitan Life Insurance Company, 600 Stockton Street, San Francisco.

### NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS MEETS

The annual conference of the National Society for the Prevention of Blindness will be held in New York City December 6-8, 1934. Dr. Edward Jackson of Denver, Colorado, will deliver the principal address on the subject, *A Wide Basis for Blindness Prevention*.

## PROFESSIONAL LITERATURE

### REVIEWS

JESSE H. NEWLON. *Educational Administration as Social Policy*, Report of the Commission on the Social Studies. American Historical Association. New York: Charles Scribner's Sons, 1934. 14+301 pp.

In recent years there has been a growing volume of material concerning the functions and responsibilities of public school administration. Most of this literature has been concerned with the scientific, technical, and managerial aspects of administration. Dr. Jesse H. Newlon has presented most forcefully the much neglected aspects of the administrator's job in *Educational Administration as Social Policy* published in the series of Reports of the Commission on the Social Studies of the American Historical Association.

The general thesis of the book is that in this day when there is such a big lag between the educational program and social need the administrator must be better equipped and more thoroughly skilled in the area of both human and social engineering. His is the task to develop a sound philosophy of administration based on a social philosophy of education.

The social and educational understanding and outlook, and the social methodology which the administrator brings to his work may make all the difference in the world, and is, in fact, one of the most crucial factors in determining the course of education in the United States. . . .

The school executive of the future must become aware of his own social bias and prejudices, must hold his own social philosophy consciously. The central problem of public education is concerned with the development and maintenance of an efficient school program under democratic control that will eventuate in the achievement of a better life on the part of the masses in a day of transition.

The school should so educate as to wisely facilitate changes that are inevitable, and others that are desirable but not inevitable. To this end, educational policies must be formulated and the schools administered with reference to some interpretation of social trends and some system of social values.

In the first chapter the general viewpoint of educational administration as social policy is vividly outlined. In subsequent chapters the administrative and control aspects of the educative process are critically examined especially as they touch on social education. The author after presenting the view that we are at the end of an era both socially and educationally draws a picture of the educational and administrative problems involved in the midst of a great conflict of social forces and pressures to control the school policy and program. He develops the principles of dealing with these forces to the end that education in our time may make a contribution to an "intelligent transition to the new order, to reduce the shock and waste incident to such a transition," etc.

The chapter on Applied Social Science presents school administration in its newer social aspects. It is predicted that the chapters on The Teacher, and on The Education of the School Executive will have much influence upon the future programs of teacher training institutions.

In the chapter on The Forces That Have Made the Curriculum, the author charges the slavish use of textbooks for much of the apparent education for the status quo.

A more effective method of utilizing the school to condition youth to think in approved ways than complete reliance on a non-provocative textbook could probably not be found.

His measure of the worth of a text is

the extent to which it stimulates the student to prosecute his researches beyond its pages—in other books, in the laboratory, or in first-hand investigation of conditions in the community.

Mr. Newlon makes a strong plea for democracy in administration.

*In education, the problem is not so much one of securing efficiency, as of determining the ends to which efficiency shall be directed and of utilizing all available professional knowledge and insight in the formulation of policies.* Educational administrators must see that the exclusion of teachers from the process of formulating policies atrophies their power to think, and eventually makes of them the most unquestioning and submissive of conformists.

Although critically analytical, this book is replete with practical suggestions. It is the opinion of the reviewer that this book is the most important contribution that has been made to the literature on school administration in recent years. It should be thoughtfully read and reread by every educator who is interested in improving the program of public education.

WALTER R. HEPNER

HUGHES, AVAH W. *Carrying the Mail.* New York: Bureau of Publications, Teachers College, Columbia University, 1933. xiv+253 pp.

Lincoln School has furnished a number of examples of the unit of work curriculum in action but none more delightfully done than *Carrying the Mail*. Miss Hughes, a successful second grade teacher, has recounted the experiences of twenty-four little children, as trains, boats, and airplanes took on new meanings as carriers of important messages over the world.

Excursions, reading, poems, songs, stories, drawings, and construction work centered about the carrying of the mail. The evolution of aircraft, the study of weather, air pressure as it concerned the pneumatic tube system, maps, bridges, tunnels, carrier pigeons, stamps, and a myriad of other subjects were all of vital concern to these children as they learned "all about mail." The location of Lincoln School affords innumerable opportunities for children and teachers in the enrichment of experiences. The harbor, the airport, terminals of electric and steam-driven trains are a part of their environment. These broadening interests and the reactions of these little children recorded in Miss Hughes' book illustrate Dr. Frederick Bonser's definition of education, "the process of making the obvious, the commonplace, more meaningful."

Many other interests and activities were undertaken by the children as a result of the stimulation afforded by the materials of the classroom and their home and school environment but the author has kept the mail as a center of interest throughout the book.

Three chapters full of guidance for teachers who may make use of this book precede the actual detailed account of the unit. These chapters reveal the philosophy of the teacher who is to direct the development of these children and show how the daily and weekly classroom program was made flexible and varied with long, uninterrupted opportunities for exploration, experimentation, and creation.

In the concluding chapters ample illustrations are given of children's work, stories, poems, book reports, and ideas expressed orally to the teacher and recorded by her, so that the functioning of reading, spelling, language, and science is insured. Letters and stories by the same child over a period of time show growth in vocabulary, spontaneity, and the ease of written expression made by the children participating in this enriching experience.

"Trips are fundamental to the extension of experiences and are vital to the learning process," says Miss Hughes. The detailed account of the plans which should be made by the teacher before a trip and what opportunities should be provided the children afterward in order to reconstruct their experiences through dramatic play or creative expression is especially well done.

A ten-page appendix on Books and Materials Related to Mail and Mail Carriers offers many additional suggestions for teachers who may attempt a unit of work on the mail.

The reader feels the understanding of children and the deep appreciation of the development which comes to them from experiencing and recreating in Miss Hughes' account of *Carrying the Mail*. A sentence from a delightfully informal letter written to Miss Hughes by Louise says, "New York city is a very nice town but if it did not have schools it would be *ofil*." If schools did not have artist teachers like Miss Hughes to guide children to the rich and abundant life schools would be *ofil*, too.

GLADYS L. POTTER

JESSIE FEIRING WILLIAMS, and CLIFFORD LEE BROWNELL. *The Administration of Health and Physical Education*. Philadelphia: W. B. Saunders Company, 1934. 598 pp.

Since 1920 there has been a trend toward unifying the activities of all persons working in school health and school physical education departments. So it is that today we have many schools and school systems with a functioning unit known as the department of health and physical education. This development has necessitated numerous administrative changes. Adding to these many modern changes in technique, content, and interpretation in health and physical education, the authors have produced a book which will be a fine source of reference for instructors, supervisors, and administrators.

The chapter titles are: I, The Meaning of Health and Physical Education; II, Basic Principles for the Administration of Health and Physical Education; III, State Responsibility in Health and Physical Education; IV, Legal Aspects of Administration of Health and Physical Education; V, Healthful School Living; VI, Health Service; VII, Handicapped Children; VIII, Health Instruction; IX, Procedures of Organization; X, Personnel and Functions of the Staff; XI, Constructing the Course of Study; XII, Gymnasium Facilities and Equipment; XIII, Locker Rooms and Gymnasium Costumes; XIV, Shower Rooms; XV, Swimming Pools, Their Construction and Maintenance; XVI, The Care and Maintenance of Playgrounds and Athletic Fields; XVII, Intramural and Interscholastic Athletics; XVIII, Measurement in Health and Physical Education; XIX, Maintaining Public Interest In, and Support for Health and Physical Education; XX, Budget and Finance; XXI, Office Management. The appendix gives valuable data relative to recommendations for play spaces and contains eighteen diagrams to serve as a guide in the layout of fields and courts.

The chapters on Procedures of Organization, and Personnel and Functions of the Staff should materially aid administrators in solving these problems in a logical manner. Some of the topics discussed in these chapters are excuses; athletic permits; substitution of the requirement, classification, class size, grades, credit, personnel specialization, the director, staff members, function of supervision, and teacher responsibility.

The writers deal at some length with matters of construction, maintenance, and sanitation of shower rooms, locker rooms, gymnasiums, swimming pools, and play-fields. A wide range of material is presented in the discussion of intramural and interscholastic athletics in which many everyday problems of organization and administration in these fields are well handled.

Teachers of health and physical education will find this book highly informative on practically every phase of the program, and in addition, will discover numerous sections which are genuinely inspirational.

The book's definition of health: "That quality of life that enables the individual to live most and to serve best."

W. H. ORION

AETHUR S. GIST. *The Administration of Supervision.* New York: Charles Scribner's Sons. 1934. xii + 402 pp.

A well known worker and author in the field of elementary education has contributed this new book on supervision dealing chiefly with the administrative aspects of the subject. The scope of the volume is somewhat broader than indicated by the title, however, since several chapters are devoted definitely to techniques and procedures of supervision rather than to organization and administration. The author commences his treatment with a consideration of the philosophy of life and of education basic to supervision; presents a brief history of the supervision movement in American education; discusses objectives of supervision; and proceeds to a treatment of organization, administration, and technique of supervision.

Several of the chapters deserve special mention. In Organization for Supervision is included a brief description of the federal services to education; accounts of typical state, county, and city organizations for supervision; followed by careful consideration of the relationship which should obtain between principal and supervisor, and of the school principal's responsibility for supervision of instruction.

The chapter on Democratic Supervision offers a wholesome point of view and many practical suggestions for establishing a beneficial morale in supervision. Compliance with these suggestions would help materially in replacing the oft found authoritarian approach to supervision with helpful cooperation among administrators, supervisors, and teachers.

In the chapter on Evaluation of Supervision the author presents and discusses many devices whereby those responsible for supervision may judge the results of the program. Emphasis is placed on self-analysis by the supervisors of their own personalities and practices.

The organization of material within the chapters is not always strictly logical; in certain cases sections of chapters appear to be rather remotely related to the subject of the chapter. On the whole, however, this does not constitute a serious weakness, for the reader is lead to a better understanding of the relation of supervision to various phases and problems of school administration.

The book is rich in examples of supervisory techniques which have proved their worth in practice, in citations from research studies in the field of supervision; and throughout emphasizes the practical instruction which the supervisor must meet on the job. It is a book which will be of value to the principal and supervisor as well as the student.

IVAN R. WATERMAN

#### CURRENT PUBLICATIONS RECEIVED

COLE, LUILLA. *Psychology of the Elementary School Subjects.* New York: Farrar & Rinehart, incorporated, 1934.

COX, PHILIP WESCOTT LAURENCE. *High School Administration and Supervision.* New York: American Book Co., 1934.

*Federal Aid for Equalizing Educational Opportunity.* Compiled by Helen M. Muller. The Reference Shelf, Vol. IX, No. 8. New York: The H. W. Wilson Company, 1934.

FREEMAN, FRANK SAMUEL. *Individual Differences.* New York: Henry Holt & Co., 1934.

GARRISON, KARL CLAUDIUS. *The Psychology of Adolescence.* New York: Prentice-Hall, Inc., 1934.

KIMBER, DIANA CLIFFORD; GRAY, CAROLYN E.; and STACKPOLE, CAROLINE E. *Textbook of Anatomy and Physiology.* Ninth Edition. New York: The Macmillan Company, 1934.